UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM
Grande Prairie Regional College
Keyano College
Red Deer College
University of Alberta

Fall 2013

NURSING 190

COURSE OUTLINE

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Approved: July 2013

CALENDAR STATEMENT:
NURS 190 Nursing in Context A
*5 (fi 10) (first term, 1.5-6s-3 in 6 weeks). Introduction to the professional discipline of nursing, communication theory, and context-based learning. The primary health care emphasis is on health promotion and disease prevention across the life span. Restoration and rehabilitation are introduced. Health assessment and basic nursing skills are introduced.

COURSE HOURS:
LEC: 9 SEM: 36 LAB: 18

COURSE COORDINATOR
& COURSE CO-LEAD:
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Access to instructor

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Associate Professor
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Appointments Phone: (780) 492-4450
E-mail: anita.green@ualberta.ca
COURSE DESCRIPTION:
The focus of this course, NURS 190, is on the promotion of health and the prevention of disease and injury across the life span. Concepts from a variety of support disciplines will be discussed throughout the context-based Learning Packages. Working in small seminar groups, students will be introduced to the discipline of nursing, roles of the nurse and communication skills. Skills in the assessment of health individuals will be learned during supervised laboratory practice.

COURSE OBJECTIVES:

Levels of Independence
In evaluating objectives, the following levels of independence will be used:

With assistance: The student requires direction and information.

With minimal assistance: The student requires occasional direction and information.

With guidance: The student requires clarification, prompting and confirmation.

With minimal guidance: The student requires occasional clarification, prompting and confirmation.

Independently: The student works mostly on his or her own and seeks information, clarification and consultation as appropriate.

Direction: Tutor tells the student what to do, about what steps to take.

Information: Tutor tells the student specifics about a concept or topic.

Clarification: Tutor, through questioning and feedback assists the student to state their information in a different and clearer way, often with more details. The student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base.

Prompting: Tutor provides the student with a cue that answer is incomplete or incorrect and how to resolve the lack of information. A prompt is broader than a hint. Prompting is generally used to add breadth or depth.

Confirmation: Tutor provides positive feedback for correct information and direction provided by the student.

Consultation: The student provides tutor with information and/or direction, and asks specific questions about the information or direction which the instructor confirms.

Occasional: The clinical tutor provides input every now and then.

Objectives
Overarching statement: Students are responsible to familiarize themselves with the document:
Graduate Competencies and Year-End Outcomes (with Cross Reference to Courses) 2013-2014. Attention must be given to the competencies that are identified as pertaining to NURS 190.

1. Demonstrate, with assistance, the processes of self-directed learning, critical thinking, and group process skills in utilizing context-based learning, in all learning activities.

2. Demonstrate, with assistance, an understanding of the nursing process and of its components.

3. Demonstrate, with assistance, beginning knowledge of nursing as a discipline and as a profession.

4. Demonstrate, with assistance, an understanding of fundamental aspects of communication theory.
5. Demonstrate, with assistance, the ability to use professional and/or therapeutic communication skills in all learning activities.

6. Demonstrate, with assistance, beginning knowledge of primary health care, health promotion, and disease prevention across the lifespan.

7. Demonstrate, with assistance, understanding and the ability to perform selected aspects of health assessment and selected nursing skills.

8. Demonstrate, with assistance, beginning understanding of the concepts of restoration and rehabilitation.

9. Integrate, with assistance, the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.

10. Integrate, with assistance, the knowledge and skills acquired in all learning environments and be able to apply them in other situations.

REQUIRED RESOURCES

* eClass Course Site


Faculty of Nursing. (2013-2014). *Year 1 student lab guide 2013-2014*. Edmonton: Author. (Retrieved from eClass Lab Guides and Lab/Simulation Information icon.)

Graduate Competencies 2013-2014 – course numbers cross reference Final Version (Retrieved from eClass Undergraduate Student Resource Site). 1) Select Undergraduate Student Resource
Site; 2) Click on Information by Program; 3) Click on Collaborative; 4) Select Graduate Competencies and Year End Outcomes.

Graduate Competencies Condensed Version 2013-2014 Final Version (Retrieved from eClass Undergraduate Student Resource Site).

Graduate Competencies 2013-2014 Final Version (Retrieved from eClass Undergraduate Student Resource Site).

Laboratory Assessment Guide (LAG) NURS 190.

NURS 190 Learning Packages 2013-2014 Ashlynn; Toddler Safety; Megan; Spencer (Retrieved from eClass Learning Package icon.)

Tutorial Assessment Guide (TAG) NURS 190.

Undergraduate Nursing Student Manual 2013-2014 (Available through eClass Undergraduate Student Resource Site.)

1. Writing Skills


2. Health Assessment


3. Communication


4. Dosage Calculations


5. Nursing Fundamentals


6. Maternal Child Nursing


7. Community Health


8. Research


9. Critical Thinking


REQUIRED SUPPLIES

The following supplies are required and are available at the Health Sciences Bookstore: penlight, stethoscope, sphygmomanometer, and bandage scissors. A watch with a second hand is also required for labs in first term.

A Student Lab Kit is required for clinical courses in winter term. Lab kits will be distributed from the lab; please watch for messages on eClass near the end of August for more details. Please note that uniforms and shoes will NOT be required until winter term.

REQUIRED LEARNING EXPERIENCES

Thank you for choosing the Faculty of Nursing at the University of Alberta. The teaching team is looking forward to working with each and every one of you! We do hope that you have an enjoyable learning experience.

Nursing 190 is comprised of tutorials, lectures (fixed resource sessions) and labs. Attendance is an expectation for all components of the course and all components are testable. **Absence must be reported to the tutorial or lab tutor prior to class. Unexplained absences demonstrate unprofessional behavior and will be documented.**

Individual study is required in the course. An informal rule of thumb at the University is that for every 1 hour of class (tutorial/lab, etc.), a student will spend 3 hours of individual study or preparation.

**Context-Based Learning (CBL) Tutorials:** Students will work through four Learning Packages, which are located under “Course Documents” on eClass.

Students will develop one personal learning goal for Nursing 190. Individual section tutors will provide additional information regarding format, content, and due dates for the learning goal.
The Tutorial Assessment Guide (TAG) found on pages 12-14 of the NURS 190 Course Outline identifies the minimum learning outcomes that must be achieved in tutorial to successfully meet course objectives.

Fixed Resource Sessions: There will be 1.5 hours of Fixed Resource Sessions each week. These sessions are a component of tutorial and a schedule is posted on eClass. Fixed resource sessions consist of topics that are complementary to tutorial and professional practice.

Laboratory Experiences:
The goal of lab experiences is to become practiced and confident in nursing psychomotor skills, in order to provide the basis for safe, competent care to patients and families in the clinical setting.

Laboratory experiences are required for students to develop nursing skills, integrate theory, pose questions, and practice psychomotor skills within a supportive learning environment prior to working with patients/clients/families.

Specific lab experiences are scheduled for you to work with your colleagues under the guidance of a lab tutor. Attendance in your assigned lab section is required. Students are responsible for making up a missed lab, and can arrange this in consultation with their lab tutor. Preparation prior to the lab session is expected through completed assigned readings, assignments, and viewing audiovisual resources. Additional practice time, outside of scheduled lab time, is necessary for the development of skills, and may occur at home or during practice lab times. The laboratory experience in your course is pass/fail.

Each lab course has a written theory examination in combination with the tutorial or clinical content. Please refer to the assignment section of the course outline for more information regarding the lab examination.

Lab Examinations: Each lab course has a written theory examination in combination with the tutorial or clinical content. Please refer to the assignment section of the course outline for more information regarding the lab examination.

Laboratory Assessment Guide (LAG) will be completed by your lab tutor at the completion of your lab experience. Please see the assignment section of the course outline for more information regarding the LAG. A failure in the lab portion of the course will result in a course failure. A score of “0” in any of the 4 areas results in failure of the lab component of the course.

Please refer to your lab guide posted on eClass for specific information regarding lab sessions. A schedule for practice lab times and important information regarding conduct in the lab setting in the Nursing Simulation Centre can be viewed on eClass.

COURSE EVALUATION

Evaluation in tutorial will be based on a student’s achievement of course objectives as well as his or her performance relative to the assessment criteria found in the Tutorial Assessment Guide (pp.12-14 of the course outline). Areas of assessment include:

- Critical thinking
- Group process
- Self-directed learning
In order to pass Nursing 190, students must:

a) **consistently demonstrate satisfactory performance** in Context-based Learning tutorials

b) **consistently demonstrate satisfactory performance** in Context-based Learning labs

c) **complete** the following requirements:

<table>
<thead>
<tr>
<th>Item</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Final Tutorial Exam</td>
<td>30%</td>
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<tr>
<td>Date: October 21, 2013</td>
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<tr>
<td>Room: TBA</td>
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<tr>
<td>2. Laboratory Exam</td>
<td>20%</td>
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<tr>
<td>Date: October 21, 2013</td>
<td></td>
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<tr>
<td>Room: TBA</td>
<td></td>
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<tr>
<td>3. Scholarly Assignment</td>
<td>30%</td>
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<tr>
<td>Date: October 2, 2013</td>
<td></td>
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<tr>
<td>4. Tutorial Evaluation</td>
<td>20%</td>
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<tr>
<td>Date: October 16, 2013</td>
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<td>during tutorial</td>
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<tr>
<td>5. Lab Evaluation</td>
<td>pass/fail</td>
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<tr>
<td>Date: Last lab session</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

1. **Final Tutorial Exam** – there will be a common exam for all sections  
   The content covered in the exam is equitably distributed among the four learning scenarios and the fixed resource sessions in NURS 190. The learning goals and trigger questions for each scenario are a guide for your study.

2. **Laboratory Exam** – there will be a common lab exam for all sections.  
   The content covered in the exam is equitably distributed among your scheduled labs. The lab manual is a guide for your study.

3. **Scholarly Assignment**  
   An assignment description and marking guide will be provided in an addendum to the Course Outline that will be posted on eClass before the start of the course.  
   **DUE DATE: October 2, 2013 by 0800. Please email your paper to your tutor. Some tutors may request a hard copy in addition to an email copy of your paper.**  
   **Please note** - assignments are due on the date specified unless the individual student negotiates a different due date with the tutor for extenuating circumstances. Otherwise, there will be a 10% mark reduction per day for papers handed in late. **Tutor consent should be in writing.**
4. Tutorial Performance Evaluation  

This is a mark that is earned during tutorial time thus regular attendance in tutorial is essential and an expectation. You are being asked to develop one learning goal in any of the three following assessment areas: 1) self-directed learning or 2) group process or 3) critical thinking. An example of a learning goal about “self-directed learning” could be:

I will select appropriate learning resources throughout Nursing 190 tutorial to meet my own learning needs. This is how I will meet my learning goal:

1) I will include credible resources in my seminar handout, the main source being my course textbooks, the CARNA website, and other library resources.
2) I will read each resource and provide a summary of the content in my seminar handouts.
3) I will ask my peer evaluator for feedback on the resources I choose and include this in my written self-evaluation.

Examples of assessment criteria that could be used to formulate your goals can be found within the Tutorial Assessment Guide (TAG) document on pages 12-14 of the NURS 190 Course Outline. At the end of the course, each student will submit a written self-evaluation of their learning goal using the TAG document. Students are to include specific examples of how they have met their learning goal. Because students are also required to evaluate their overall performance in tutorial, students should also write a brief evaluation summary about their performance in the other 2 assessment areas on the TAG. Each student will be assigning themselves a performance score (out of 4) in all three assessment areas.

Please include the following with your completed TAG form:
1) your learning goal and your evaluation of that learning goal
2) all peer and any tutor feedback about your learning goal
3) one paragraph for the other 2 assessment areas to evaluate your overall performance
4) state at least 2 learning goals for NURS 194

Submit your completed TAG form and your attachments to your tutor at the beginning of the last tutorial class on October 16, 2013. Individual tutors may have preferences for how the package is submitted. You are encouraged to check with your tutor regarding specific requirements for your group.

Your seminar tutor will assign you a final mark out of 12 using your written self-evaluation and their observations of your overall performance in tutorial. You must receive a minimum score of 2.5 in each of the three assessment areas to pass the tutorial component of NURS 190. Students are required to pass the TAG in order to successfully complete NURS 190. Your tutor may provide you with written performance recommendations in the course which you are encouraged to share with your NURS 194 tutor.

5. CBL Laboratory  

It is expected that students will be prepared to attend and practice in ALL lab sessions related to the NURS 190 Learning Packages. Students must pass the lab skills component of the course in order to pass NURS 190.

Your performance in lab will be evaluated by your lab tutor using the Laboratory Assessment Guide (LAG) found on page 15 of the NURS 190 Course Outline. You must receive a minimum
score of 7/13 on the LAG to pass the lab component of the course. A score of “0” in any of the 4 areas results in failure of the lab component of the course. A failure in the lab portion of the course will result in a NURS 190 course failure.

The goal is that you should leave the lab feeling confident that you can perform skills on real clients especially since you will begin clinical practice after Christmas. Practice and review outside of lab time is essential.

Please Note:
• Lab content will be tested in the lab exam and will account for 20% of the term mark for Nursing 190.
• Lab content will be integrated throughout the CBL scenarios

6. Independent Course Questionnaire (IDQ)

Students will be asked to provide an evaluation of the tutor’s performance and of NURS 190 toward the end of the course. Any written feedback that you offer must be delivered in a professional manner. Students are expected to familiarize themselves with the University of Alberta Code of Student Behaviour, Section 30.3.3 Inappropriate Behaviour in Professional Programs:

(http://www.governance.ualberta.ca/CodesofConductandResidenceCommunityStandards/CodesofStudentBehaviour/303OffencesUndertheCode/3033InappropriateBehaviourinPr.aspx)

ASSIGNMENT OF FINAL GRADE:

The assignments are marked as raw scores according to the percentage weight assigned to each. At the end of the course, all scores are totalled for a term summary mark in the course.

The FINAL COURSE GRADE is based on a combination of absolute academic achievement (an individual student’s term summary mark) and relative performance (a comparison of a student’s term summary mark to all students’ term summary marks). Due attention is paid to descriptions of grade points according to the 2013-2014 University of Alberta Calendar [Section 23.4(4)]:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A+, A, A-</th>
<th>B+, B, B-</th>
<th>C+, C, C-</th>
<th>D+</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
</table>

Process by which term marks are translated into a final letter grade. Consult with department for details.

SPECIALIZED SUPPORT and DISABILITY SERVICES:

Students who require accommodations in this course due to disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Specialized Support and Disability Services, 2-800 Students’ Union Building- (SUB) (phone number: 780-492-3381; TTY or videophone for deaf and hard-of-hearing callers: 780-492-7269).

POLICY STATEMENTS:

The course outline acts as an agreement between the student and the tutor of this class regarding the details of the course. “Policy about course outlines can be found in Section 23.4(2) of the University
Calendar.” (GFC, 29 SEP 2003)

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at http://www.governance.ualberta.ca/StudentAppeals.aspx) and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.” (GFC, 29 SEP 2004)

For further information on plagiarism and cheating, visit the Academic Integrity, University of Alberta page at www.uofaweb.ualberta.ca/TIE/index.cfm.

Students have the right to appeal course assignment marks, course grades, academic standing and practicum intervention related to their undergraduate degree program. Policies outlining appeal procedures are posted on eClass for each course under the UofA Policies and Information icon.

Advice for students on excused absences can be found in the Undergraduate Student Resource site in eClass. Click on the Policies and Information icon on the homepage.

Audio or Video Recording and Digital Content: - Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Please note that the use of any electronic device in examination situations, including cellular phones, CD players, Palm Pilots, and hand-held computers, is strictly prohibited. The use of calculators is only allowed when specifically stated for a particular exam. If a cellular phone is required for urgent messages, it must be left with an examination proctor for the duration of the examination.

The Faculty of Nursing is committed to providing an environment of equality and respect for all people within the University community, and to educating faculty, staff and students in the development of teaching and learning contexts that are welcoming to all. The Code of Student Behaviour also identifies inappropriate behaviours such as disruption, discrimination or violations of safety and dignity towards members of the University community.

The Faculty of Nursing recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, sexual orientation, and racial and ethnic background.

COMMUNICATION:

Students must use their University of Alberta e-mail address and include a subject line when communicating with faculty members. The content messages of both e-mail and voice mail must be delivered in a professional manner.

Inappropriate messages may be considered “harassment.” Refer to the Code of Student Behaviour Section 30.3.4(6) d. Inappropriate use of e-mail sent to fellow students and members of the Faculty of Nursing and University community will result in disciplinary action. Please refer to the Faculty of Nursing’s guidelines for e-mail etiquette, the link is provided below:

http://www.nurs.ualberta.ca/flex/email/Email_Etiquette.html

The use of social networking services such as, but not limited to, Facebook, MySpace, internet messaging, blogs and wikis, are subject to the professional and ethical responsibilities outlined in the

COURSE MATERIAL AND ANNOUNCEMENTS:
The Faculty of Nursing creates an eClass site for all undergraduate courses. Students are expected to access and become familiar with their eClass site at the beginning of each term and to access their eClass site on a regular basis throughout the term. Failure to do so may result in students missing important course-related information, resources, instructor feedback, and announcements.

General Faculty of Nursing (FON) and Course announcements will be made on:
- Course eClass

eLEARNING SERVICES – FACULTY OF NURSING:
eLearning Services, Faculty of Nursing, provides ongoing eLearning support to faculty and students. If you need any assistance with Nursing eClass sites please do not hesitate to contact eLearning Services. Your eLearning course contact is listed inside each course site. They will be happy to assist you and answer any questions or concerns you may have regarding the technologies used for course delivery. You can also browse through their website at: http://www.nursing.ualberta.ca/TeachingLearning/eLearning/

Please Note: If you do not see a link to a nursing course you are registered in, if you see a link to a course you are not registered in, or if there are any additional nursing sites you need access to, please do not hesitate to contact nursing.elearning@ualberta.ca with your questions.

ABSENCE FROM EXAMS:
Deferred exams occur only when there are compelling reasons, such as incapacitating illness and severe domestic affliction as stated in Section 23.5.6. of the University of Alberta Calendar 2013-2014. Students are required to follow the process outlined in Section 23.5.6 should they wish to apply for a deferred exam.

The Faculty of Nursing has designated the following dates for deferred exams:
- Saturday, November 2, 2013 for all deferred final exams for Fall 2013 6W1 courses and Fall 2013 6W2 MASS B. Start Time: **0900** (single exam) and **1300** (if writing a second exam)
  Room: **TBA**

Information about deferred exams
NURS 190 Tutorial Assessment Guide
Use in conjunction with the course objectives

STUDENT'S NAME (Print): ___________________________________
TUTOR'S NAME (Print): ______________________________________

*Student's overall performance will be assessed in each of the three categories.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Expected/ Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

**Excellent (4)**
Student meets the objectives at a “Level of Independence” greater than identified in the Graduate Competencies and Year-End Outcomes for Year 1, all of the time.

**Very Good (3.5)**
Student meets the objectives at a “Level of Independence” greater than identified in the Graduate Competencies and Year-End Outcomes for Year 1, majority of the time.

**Good (3.0)**
Student meets the objectives at a “Level of Independence” greater than identified in the Graduate Competencies and Year-End Outcomes for Year 1 some of the time.

**Expected/Satisfactory (2.5)**
Student meets the objectives at a “Level of Independence” required on the TAG.

**Unsatisfactory (1)**
Student fails to meet the objectives at a “Level of Independence” required in the Graduate Competencies and Year-End Outcomes for Year 1.

**RC = Relevant Competencies (Please refer to Graduate Competencies and Year End Outcomes Condensed Version 2013-2014 (Approved May 2012))**

Please refer to the course outlines for the course objectives.

<table>
<thead>
<tr>
<th>RC</th>
<th>1. SELF-DIRECTED LEARNING</th>
<th>T= /4</th>
<th>S= /4</th>
<th>E</th>
<th>VG</th>
<th>G</th>
<th>E/S</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.1.9</td>
<td>1.1</td>
<td>Identifies gaps in knowledge.</td>
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<td>3.1.2</td>
<td>1.2</td>
<td>Acknowledges own strengths and weaknesses in the process of learning.</td>
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<td>31.1.9</td>
<td>1.3</td>
<td>Participates actively in defining own learning objectives.</td>
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<tr>
<td>31.1.9</td>
<td>1.4</td>
<td>Selects appropriate resources to meet own learning needs.</td>
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<tr>
<td>10.1.3, 10.1.4</td>
<td>1.5</td>
<td>Uses credible and/or evidence-based resources to meet own learning needs.</td>
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<td>31.1.5, 31.1.6</td>
<td>1.6</td>
<td>Demonstrates effective actions to meet own learning needs.</td>
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<tr>
<td>1.1.1, 1.1.3, 3.1.1</td>
<td>1.7</td>
<td>Takes responsibility for actions and their consequences to self and group.</td>
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<td>32.1.9</td>
<td>1.8</td>
<td>Evaluates learning outcomes.</td>
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<tr>
<td>27.1.2</td>
<td>1.9</td>
<td>Seeks constructive feedback.</td>
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</tbody>
</table>
32.1.9  
31.1.9

27.1.2  **1.10** Responds to constructive feedback.

**Comments:**

<table>
<thead>
<tr>
<th>RC</th>
<th>2. GROUP PROCESS</th>
<th>T= /4</th>
<th>S= /4</th>
<th>E</th>
<th>VG</th>
<th>G</th>
<th>E/S</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.1.1</td>
<td><strong>2.1</strong> Contributes to the development of group objectives and norms.</td>
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<tr>
<td>27.1.2</td>
<td><strong>2.2</strong> Helps keep the group task oriented.</td>
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<tr>
<td>1.1.3</td>
<td><strong>2.3</strong> Communicates ideas and information using a variety of communication skills.</td>
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<tr>
<td>33.1.1</td>
<td>27.1.1 27.1.2 2.4 Assumes leadership role in group interaction.</td>
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<tr>
<td>27.1.2</td>
<td>33.1.1 26.1.8 27.1.2 2.5 Actively facilitates the learning of others.</td>
<td></td>
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<tr>
<td>27.1.2</td>
<td>27.1.2 2.6 Respects the values and opinions of others.</td>
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<tr>
<td>27.1.2</td>
<td>2.7 Provides constructive feedback to others.</td>
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<tr>
<td>2.1.3</td>
<td>2.8 Completes all tasks as negotiated within the group.</td>
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<tr>
<td>1.1.3, 4.1.3</td>
<td>2.9 Takes constructive action to address group concerns or conflict.</td>
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<td>1.1.3, 2.1.2</td>
<td><strong>2.10</strong> Is present and punctual.</td>
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**Comments:**

<table>
<thead>
<tr>
<th>RC</th>
<th>3. CRITICAL THINKING</th>
<th>T= /4</th>
<th>S= /4</th>
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<th>VG</th>
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</thead>
<tbody>
<tr>
<td>25.1.52</td>
<td><strong>3.1</strong> Analyses the scenario/situation/context in a systematic, organized way including ethical, social, legal, and political implications.</td>
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<td>9.1.2</td>
<td>10.1.1 12.1.3 15.1.1 3.2 Identifies and clarifies the elements of the scenario/situation/context.</td>
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<td>33.1.2</td>
<td>3.3 Interprets, analyses, and applies relevant theories, concepts, and facts.</td>
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<td>15.1.3</td>
<td>8.1 3.4 Makes links with prior relevant readings, experience or knowledge.</td>
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<td>5.1.1</td>
<td><strong>3.5</strong> Demonstrates an understanding of underlying concepts.</td>
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<td>33.1.2</td>
<td><strong>3.6</strong> Critically reflects on own thinking and asks questions to clarify obscure points and to enhance understanding.</td>
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<td>10.1.5</td>
<td><strong>3.7</strong> Checks accuracy, validity and comprehensiveness of information provided to the group.</td>
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<td>14.1.2</td>
<td><strong>3.8</strong> Generates and considers alternative perspectives.</td>
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<td>18.1.2</td>
<td><strong>3.9</strong> Justifies reasons or actions.</td>
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**Comments:**

**Summary comments:**

Overall Score /12: _________________________ Date: ________________________________

Student’s Signature ___________________________ Tutor’s Signature ___________________________

**Please Note:** Student signature on this document denotes that the student has read the evaluation. It does not mean that the student necessarily agrees with all of its content.

**Please Note:** This information is collected for the purpose of appraising student performances; assigning a course mark; and monitoring student progress under the authority of Section 33 (c) of the Alberta Freedom of Information and Protection of Privacy Act and will be protected under Part 2 of that Act. For further information, please contact the Associate Dean Undergraduate Programs in the Faculty of Nursing.
| Note: Attendance, preparation, and active participation are expected for lab experiences. This assessment document will be utilized for your course grade. |
|**STUDENTS MUST RECEIVE A MINIMUM OF 7/13 TO PASS THE LABORATORY COMPONENT OF THE COURSE.** |
| *A score of “0” in any of the 4 areas results in failure of the lab component of the course.* |

- **Preparation and Participation in Lab Experiences:** /3 [self-directed learning]
  - a. Independently and consistently prepared for lab and actively participates .........................................................3
  - b. Requires guidance to participate and prepare at expected level .................................................................2
  - c. Not prepared for lab experiences more than once (i.e. no supplies or required pre-readings) ......................1
  - d. Lacks effective participation in lab experiences (i.e. not involved, disruptive)...........................................0

- **Professional Conduct during Lab Experiences with Peers and Tutors:** /2 [group process]
  - a. Consistently engages in discussion and activities using professional communication and behavior...........2
  - b. Requires guidance and direction in demonstrating professional communication.................................1
  - c. Lacks professional communication in lab experiences .................................................................................0

- **Professional Responsibility for Lab Experiences:** /4 [group process]
  - a. Attended all labs and always punctual OR excused absences with timely notification to tutor and completed assignment in lieu........................................................................................4
  - b. One excused absence with no timely notification to instructor, completed assignment in lieu................3
  - c. One excused absence with no timely notification to instructor, assignment not completed in lieu........2
  - d. Late on two or more occasions ....................................................................................................................1
  - e. Unexcused absence .....................................................................................................................................0

- **Psychomotor Skill Proficiency (includes communication/teaching with clients, comfort measures, safety concerns, professional practice) in Lab Experiences:** /4 [critical thinking]
  - a. Independently demonstrates beginning proficiency in relevant psychomotor skills ..................................4
  - b. With guidance demonstrates beginning proficiency in relevant psychomotor skills ..................................3
  - c. With minimal assistance demonstrates beginning proficiency in relevant psychomotor skills ................2
  - d. With assistance demonstrates beginning proficiency in relevant psychomotor skills ...............................1
  - e. Consistently demonstrates less than beginning proficiency in relevant psychomotor skills ......................0

**Comments:**

Student Signature:_________________________  Tutor Signature: _________________________

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